

## **An Evaluation of the Functionality of Field Study Courses in the Teacher Education Program**

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### **Abstract**

*This study aimed to determine the functionality of the field courses in compliance with the standards set by the seven identified areas of evaluation, namely: institutional VMGO, administration, supervision of instruction, faculty eligibility, pedagogical principles, curriculum and learning competencies. It also intended to identify the problems encountered by students and teachers that influence the degree of functionality of field study courses in the teacher education program of the institution.*

*Findings revealed that in general, the degree of functionality of the field study courses in compliance with the minimum standards set by the seven identified areas of evaluation is operational, with areas identified as compliant but not functional, and functional but not compliant. It is only in the areas of institutional VMGO and the supervision of instruction that the functionality of the field courses is found fully operational. The administration, faculty eligibility, pedagogical principles, curriculum and learning principles are operational. Thus, the assumption on the connectivity of the operation and implementation of educational programs in the teacher education program to that of the existing educational functions is strengthened.*

*The problems were summarized into five general categories. For the students, deficient time for field study observation, difficulty in dealing with the cooperating teacher and the supervising teacher, FS student observer as substitute of the FS cooperating teacher, difficulty in adjusting to actual classroom instruction, and lack of communication on matters what to do, what to submit and when to submit, were their major problems. For FS teachers, on the other hand, deficient time for field study orientation, difficulty in dealing with the cooperating schools, scarcity of references, overloading, and unclear, inefficient, inadequate implementation guidelines were their problems. Both the students and the teachers identified inadequate time as their first major problem, and they were aware that these problems are recursive in nature.*

***Keywords: functionality, field study courses, areas of evaluation***

### **Introduction**

Education is viewed as the product of teaching and learning. It provides students the opportunity to develop knowledge and skills to understand and prosper in today's progressive world. A person acquires education formally in school, which can be considered as a major factor in honing the skills of the students. Hence, teaching and learning are both important in the success of classroom instruction.

Teaching and learning are interrelated processes that include many variables. These variables interact as learners work toward their goals and incorporate new knowledge, behaviors, and skills that add to their range of learning experiences (Swanson, 2007).

While it is true that all learning, at its root, is individual, organizations also have memory that can either support or hinder new performance. Thus, in designing learning programs, the role of the organization's culture and processes in the application of learning; for example, creating a "critical mass" to support the use of new skills, or focusing on how to overcome cultural predispositions that will hinder the use of new behaviors are all considered (Bloom et al., 1956).

As a matter of practice, the curriculum in the Philippines is revised every ten years, but the rapid rate of change in education and the fast obsolescence of knowledge necessitate a continual revisiting and updating of the curriculum to make it responsive to emerging changes in the needs of the learners in society. Thus, the refinement of the curriculum remains to be a work in progress (Bureau of Secondary Education of the Department of Education, 2010).

The controversy about curriculum development reforms as a solution to the declining quality of education in the country, and it mainly focuses on the teacher education curriculum because teachers are said to be at the forefront and implementers of any educational commands. The greatest strength of education lies in the teacher (Disimulacion, 2007). If teachers need to change, one of the things to be considered is that whether schools have provided adequate and appropriate professional development opportunities for teachers and the infrastructure to support the innovations in the educational system (McKeough, Phillips & Lupart, 2006). Corpuz and Salandanan (2007) believed that teacher education occupies a center stage in preparing and producing the proper molded future teachers.

The identified challenges in the Basic Education sector are: (a) low quality of basic education; (b) inadequate competence and proficiency of teachers; (c) lack of commitment among teachers; and (d) lack of involvement of teacher training institutions in DepEd curricular programs/projects. These factors are crucial toward the improvement of the quality of education in the country (Regional Development Council, 2002).

The Commission on Higher Education (CHED) released the Memorandum Order (CMO) 30, series 2004 as an answer to the identified problems in the basic education. In CMO 30, s. 2004, six field study courses are included in the checklist of courses, and are spread out in four semesters. As cited in Article V, Section 13 of CMO 30 (2004), the field study courses are intended to provide students with practical learning experiences in which they can observe, verify, reflect on, and actually experience different components of the teaching-learning processes in actual school settings. The experiences will begin with field observation and gradually intensify until students undertake practice teaching.

It must be noted that the pre-service teaching of student teachers is the avenue to implement whatever lessons and strategies they have learned from the field study courses. It is imperative that pre-service teacher preparation programs and the requirements of state departments of education are addressed when examining traditional and alternative routes to teacher education (Young, et al, 2001). Further, Lanier and Featherstone (1988) emphasized that prospective teachers must be able to demonstrate a specified level of competence by the end of the pre-service stage in order to be allowed for an entry into the profession. Furthermore, Rednick (2005) stressed that a comprehensive approach that touches teacher's career is the best strategy for improving quality of teaching.

According to Smith (2002), a number of teacher education programs consider community service training as a way in which the teacher education students can both better assimilate issues around context and social justice and observe and reflect upon their own learning when placed in unfamiliar situation. A lot of teacher education institutions fail to integrate good human relations

in the pre-service preparation of student teachers. A good human relation is getting along well with other people (Calmorin, 2005). Caring relationships is an extremely important aspect of good teaching and thus need to be encouraged and modeled at all levels of education, including professors in the teacher education program (Ausubel, 2000).

Weller (1999) specified the art of leadership that requires the practice of excellent human relations, interpersonal communication skills, being people-oriented, showing empathy and understanding the personal and psychological aspects of human nature. These leadership qualities must be integrated on the pre-service preparation of education students since they would assume leadership roles once they will be teaching in the real field, and after securing their license to do such job. Self-confidence is also an important factor that teacher education students must possess in order to lead their classes or colleagues somehow (Gardner, 2007).

One of the objectives of the English program in the Philippines and even in other notable countries is to develop skills in listening, speaking, reading and writing English to the extent that the learner can utilize the language efficiently, effectively and independently through both oral and written communication (Alcantara, 2003). In addition, Bowers (1993) asserts that teacher training needs a theoretical understanding of different forms of communication, how communication constitutes and stabilizes a person's sense of reality and how communication can restrict and mystify as well as be a liberating force, specifically to realize the attainment of quality instruction.

Tujan (2004) made mention of instructional competencies that include general principles and utilization of instructional materials, classroom management and evaluation. A professional teacher must have control of the knowledge base of teaching and learning and use of this knowledge to guide the science and art of his/her teaching practice; and a repertoire of best teaching practices to be used to instruct children in classrooms and to work with adults in the school setting (Corpuz & Salandanan, 2007). The success of the teaching-learning process depends on a great extent on the attitude and ability of the teacher to handle the class.

One of the many duties of teachers is to teach their students how to solve problems in the simplest and affordable way possible. Problem solving is the highest form of learning as mentioned by Brown (2002) as it is not only limited to arriving to the solution of a particular problem. Simonson and Crawford (2004) presented that one might have learned to solve problem but it is more likely that one has learned to solve a variety of similar problems and perhaps even a variety of problems possessing some similar characteristics. Additionally, there is a need to increase problem solving in instructional approaches in order to encourage students to develop critical and reflective thinking (Corpuz & Salandanan, 2007).

Recto (2005) strengthened the idea that effective and efficient research is the soul and spirit of excellent teaching. However, it is also the component where most institutions fail as evidenced by the reports of accrediting agencies. Such failure is shared by the students as well as the faculty and the institution as a whole. Some studies even show that most researches undertaken by teachers are simply in compliance to the requirements demanded by the subjects in the graduate school. Apparently, there are bountiful researches, but unfortunately, they are not being utilized properly. Therefore, McKeogh, Phillips, and Lupart (2006) asserted the necessity and significance of conducting classroom research as part of the academic functions of teachers

## Conceptual Framework

This study was based on the assumption that the operation and implementation of educational programs and courses in the teacher education program are anchored primarily on the effectiveness of the existing institutional vision, mission, goals and objectives, administration, supervision of instruction, faculty eligibility, pedagogical principles, curriculum and learning competencies. In turn, the teaching-learning approaches direct the students towards the attainment of the desired competencies stipulated in the abovementioned institutional functions.

Article V, Section 13 of the CMO 30, s. 2004 provides the basis for the six (6) field study courses, that these field study courses are intended to provide students with practical learning experiences in which they can observe, verify, reflect on, and actually experience different components of the teaching-learning processes in actual school settings. The experiences will begin with field observation and gradually intensify until students undertake practice teaching. Further, the six field study courses are spread out in four (4) semesters, anchored on a professional education subject or a cluster of them. In every semester, seventeen (17) hours are spent by the field study student for observation and participation in actual school setting. Thus, these courses serve as practicum courses for the teacher education student.

According to Lardizabal (2000), personal and professional competencies are embodied in the policies and standards for Teacher Education as formulated earlier by the Department of Education, Culture and Sports, and still are being included in the different educational publications. There are two main concerns in the pre-service education of teachers, namely: (1) preparation of teachers imbued with the ideas, aspirations, and traditions of Philippine life and culture, and (2) preparation of teachers sufficiently equipped with knowledge of effective delivery system. In the preservice teacher education program, the development of teachers is emphasized in terms of their personal and professional competencies.

Personal competencies stem from the teacher's personality, interests, attitudes, beliefs, and behavior in working relationships with pupils and other individuals. Professional competencies, on the other hand, refer to the teacher's knowledge of general subject matter to be taught, his understanding of psychological and educational principles, and his understanding and appreciation of the teaching profession (Lardizabal, 2000).

A professional teacher perceives himself/herself as someone who can effect change or learning (sense of efficacy) because he/she is an expert in what he/she teaches (subject matter knowledge), and in how he/she teaches (pedagogical knowledge). With regard to personal qualities, personality is defined as the sum total of one's characteristics. This subjects the teacher more than any other professionals to scrutiny even to the littlest detail and observation. The teacher's personality determines the impressions he/she makes upon students and colleagues (Corpuz & Salandanan, 2007).

In this study, personal competencies are centered mainly on human relations and leadership competencies, while professional competencies included those of communication, instructional, problem-solving and research competencies. Such competencies are supported by the following conceptions respectively.

The degree of functionality pertains to the extent of how the field study courses are implemented and operated in the teacher education program in compliance with the competencies and standards set by the institutional VMGO, administration, supervision of instruction, faculty eligibility, pedagogical principles, curriculum and learning competencies.

The goal of functionality is to perform the competencies well attached to the standards of the identified areas of evaluation. Simply, it is to perform as expected when applied.

Thus, it is the main objective of this study to assess the degree of functionality of the field study courses in the identified Teacher Education Institution. The six field study courses are considered as practicum courses, which are designed to develop the personal and professional competencies of field study students, those who are enrolled in field study courses, as they observe and participate in actual setting in the laboratory or the cooperating schools per se.

Figure 1 presented the paradigm of the study showing the flow of the evaluation. The input of the study included the evaluation checklist containing the seven (7) identified areas of evaluation. The process involved the analysis of the supporting documents in the form of employee profile, accomplishment report, faculty evaluation records and student performance records. The output showed the degree of functionality of field study courses in the teacher education program in compliance with the identified areas of evaluation.

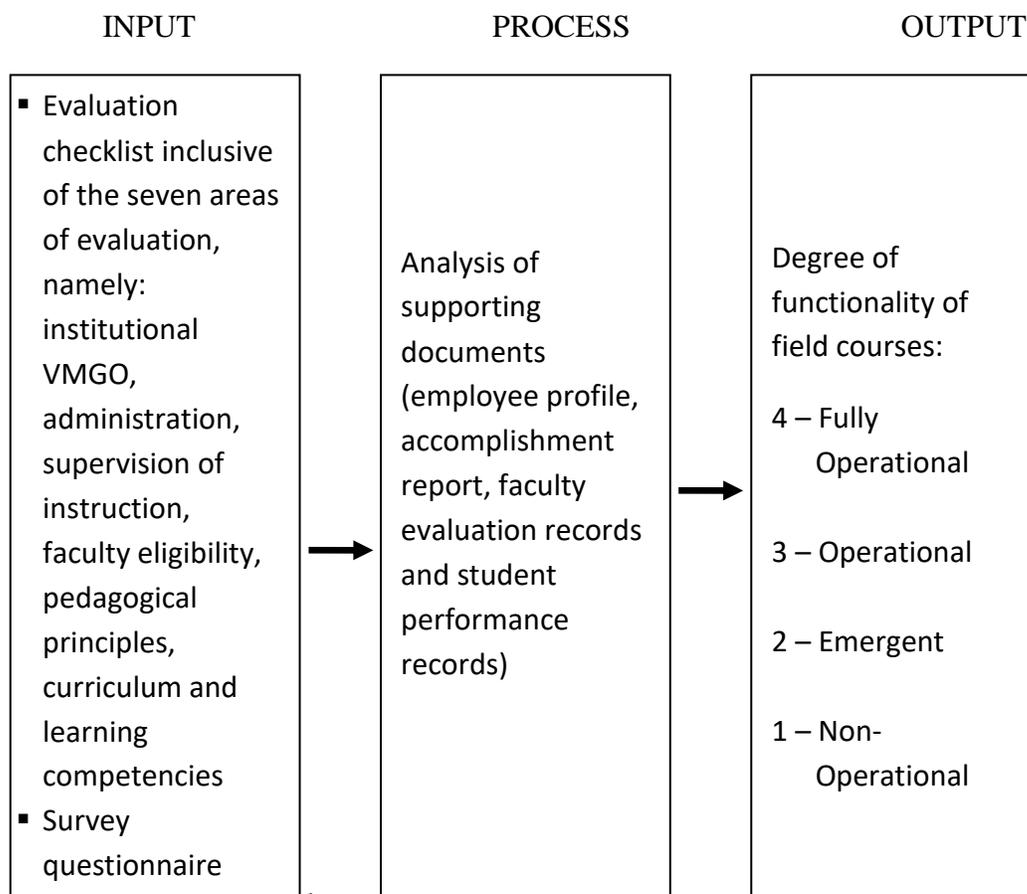


Figure 1. Paradigm of the study

### Statement of the Problem

The study dealt with the assessment of functionality of the field study courses in the teacher education program in compliance with the areas of evaluation. Specifically, this study sought to answer the following:

1. What is the degree of functionality of field study courses in compliance with the competencies and standards set by the seven (7) identified areas of evaluation?
2. What are the problems encountered by the students and teachers that influence the degree of functionality of the field study courses in the teacher education program?

### **Research Design**

The descriptive method of research was used to determine the degree of functionality of the field study courses in the teacher education program. This method was chosen to describe the current status of the study through certain identified indicators of evaluation.

This descriptive method of research involved two (2) research problems concerning the degree of functionality of field study courses. The first problem sought to determine the degree of functionality of the field study courses in compliance to the competencies and standards set by the identified areas of evaluation. The second problem aimed to identify the problems that influence the degree of functionality of field study courses.

### **Population and Locale of the Study**

The study evaluated the field study courses offered by a state university in the Philippines. The institutional VMGO, administration, supervision of instruction, faculty eligibility, pedagogical principles, curriculum and learning competencies were the scope of evaluation. Further, the researcher only evaluated the functionality of field study courses offered as part of the degree course Bachelor of Secondary Education (BSEd), specifically major in English and Mathematics, for these are the only fields of specialization offered in the BSEd program of the university. An interview to 76 students and 8 teachers was also conducted.

### **Data Collection Instrument**

The main instrument used in gathering data was an evaluation checklist, which was patterned from the processing evaluation report of the Commission on Higher Education (CHED), the Department of Education (DepEd), and the Technical Education Council (TEC), and was based on the competencies stipulated in CMO 30, s. 2004 and the National Competency-Based Standards (NCBTS). An interview with the respondents was also considered.

### **Data Collection Procedure**

The researcher asked permission from the University President, coordinated with the Associate Dean and the Department Heads of BSEd English and BSEd Mathematics respectively, for the access of pertinent data, particularly the employee profile, accomplishment report, evaluation records of the faculty involved in the teaching of field study courses, and the performance records of the students who finished the field study courses.

## Treatment of Data

The weighted mean was used for the analysis and interpretation of the gathered data on the degree of functionality of the field study courses in compliance to the minimum standards of the seven (7) identified areas of evaluation.

A 4-point rating scale was used as follows:

Numerical Rating	Statistical Limit	Descriptive Equivalent	Definition
4	3.26 – 4.00	Fully Operational	compliant to the standards and at the same time functional in nature
3	2.51 – 3.25	Operational	either compliant to the standards or functional in nature
2	1.76 – 2.50	Emergent	few and not more than half of the documents conforms to the standards
1	1.00 – 1.75	Non-Operational	neither compliant to the standards nor functional in nature

The formula for weighted mean is as follows (Calmorin, 2005):

$$\bar{X} = \frac{\sum fx}{\sum f}$$

Where:

$\bar{X}$	=	Weighted arithmetic mean
$\sum fx$	=	Sum of all the products of f and x where f is the frequency of each score and x, weight of each score
$\sum f$	=	Sum of all the areas evaluated

To determine the problems affecting the functionality of the field study courses in the teacher education program in compliance to the minimum standards of the seven (7) identified areas of evaluation, frequency count and ranking were used.

## Results and Discussion

### Degree of Functionality of Field Courses in Compliance with the Seven Identified Areas of Evaluation

#### Institutional VMGO

Table 1 shows the degree of functionality of field courses in the teacher education program in compliance with the minimum standards set by the institutional VMGO.

Since the weighted mean is 3.50, the field study courses are fully operational in terms of the institutional VGMO, in which the courses are consistently compliant and functional with the national and regional development goals and objectives of education.

Table 1. Degree of functionality of field study courses in the teacher education program in compliance with the institutional VMGO

Area of Evaluation	Minimum standards	General Evaluation	Weighted Mean	Descriptive Equivalent
Institutional VMGO	1. Consistent with the national and regional development goals and objectives of education	4	3.50	Fully Operational
	2. Goals and objectives of the FS courses are clearly enumerated in the syllabus and are properly aligned to the university and campus vision and mission	3		

### Administration

Table 2 shows the degree of functionality of field courses in the teacher education program in compliance with the minimum standards set by the administration.

Table 2. Degree of functionality of field study courses in the teacher education program in compliance with the administration

Area of Evaluation	Minimum standards	General Evaluation	Weighted Mean	Descriptive Equivalent
Administration	1. Appropriate Graduate Degree of the Department Chair	3	3.00	Operational
	2. With appropriate current PRC license	3		
	3. Must be working full-time	3		
	4. With at least three (3) years teaching experience	4		
	5. With at least three (3) years administrative experience in academic management	2		
	6. Membership in accredited professional organization	2		
	7. Minimum of three (3) years contract	4		

Administration is found out to be operational with the weighted mean 3.00. Despite the fact that the Department Chairs have more than three years of teaching experience, and they were given contract for three years, the administration is more functional than compliant because the Department Chairs have no appropriate graduate degree, no appropriate PRC license, do not

work full-time, less than three years of administrative experience in academic management, and no membership in accredited professional organizations.

### **Supervision of Instruction**

Table 3 shows the degree of functionality of field courses in the teacher education program in compliance with the minimum standards set by the supervision of instruction.

The evaluation of the faculty development plan, accomplishment target, faculty manual and the yearly faculty evaluation resulted to a weighted mean of 3.50, which means the supervision of instruction is fully operational.

Table 3. Degree of functionality of field study courses in the teacher education program in compliance with the supervision of instruction

Area of Evaluation	Minimum standards	General Evaluation	Weighted Mean	Descriptive Equivalent
Supervision of instruction	1. Faculty Development Plan	4	3.50	Fully Operational
	2. Accomplishment Target	3		
	3. Faculty Manual	3		
	4. With yearly faculty evaluation	4		

### **Faculty Eligibility**

Table 4 shows the degree of functionality of field courses in the teacher education program in compliance with the minimum standards set by the faculty eligibility.

With a weighted mean of 3.14, the faculty eligibility is operational. Although members of the faculty are compliant and functional in having full time employment status and being given minimum one year contract, they lack functionality as to the appropriateness of graduate and bachelor's degrees, current PRC license and teaching experience, and they have a very few listed membership in accredited professional organization.

Table 4. Degree of functionality of field study courses in the teacher education program in compliance with the faculty eligibility

Area of Evaluation	Minimum standards	General Evaluation	Weighted Mean	Descriptive Equivalent
Faculty Eligibility	1. Appropriate graduate degree	3	3.14	Operational
	2. Appropriate bachelor's degree	3		
	3. With appropriate current PRC license	3		
	4. Employment Status (full time)	4		

5. Teaching experience	3
6. Membership in accredited professional organization	2
7. Minimum of one (1) year contract	4

### **Pedagogical Principles**

Table 5 shows the degree of functionality of field courses in the teacher education program in compliance with the minimum standards set by the pedagogical principles.

Table 5. Degree of functionality of field study courses in the teacher education program in compliance with the pedagogical principles

Area of Evaluation	Minimum standards	General Evaluation	Weighted Mean	Descriptive Equivalent
Pedagogical Principles	1. Punctuality	2	3.14	Operational
	2. Clear communications with students	4		
	3. Stimulating learning environment	3		
	4. In-depth knowledge of the subject area	4		
	5. Provision of effective assessment and feedback	3		
	6. Evaluates, monitors and improves teaching practices	3		
	7. Constant visit with students in the field	3		

The result of the evaluation of the pedagogical principles is operational through its weighted mean 3.14. Notwithstanding teachers being compliant and functional in terms of having clear communication with students and having an in-depth knowledge of the subject area, they lack functionality in terms of being punctual, creating stimulating learning environment, providing effective assessment and feedback, evaluating, monitoring and improving teaching practices and constantly visiting students in the field.

### **Curriculum**

Table 6 shows the degree of functionality of field courses in the teacher education program in compliance with the minimum standards set by the curriculum.

Table 6. Degree of functionality of field study courses in the teacher education program in compliance with the curriculum

Area of Evaluation	Minimum standards	General Evaluation	Weighted Mean	Descriptive Equivalent
Curriculum	1. Conforms with current CHED required Professional Courses	4	3.25	Operational
	2. Syllabi for all Field Study Courses as Professional Education subjects	3		
	3. Student-Faculty Ratio; Lecture – 1:25 (average)	2		
	4. Practice Teaching	4		

The curriculum is compliant and functional in terms of conforming with the current CHED required professional courses, and at the same time with the adoption of Practice Teaching in the teacher education program. In contrast, the curriculum fails to take full functionality in the syllabi of all field study courses as Professional Education subjects, and in the student-faculty ratio of a lecture class with 1.25 as the average ratio. These conditions generally resulted to a weighted mean of 3.25, which means the functionality of the field study courses in line with its curriculum is operational.

### **Learning Competencies**

With the weighted mean of 2.83, the degree of functionality of field courses in terms of learning competencies of students is operational. It is obviously determined from their records that they are compliant to the minimum standards provided to them, but they lack productivity, which is a part of functionality.

Table 7. Degree of functionality of field study courses in the teacher education program in compliance with the learning competencies

Area of Evaluation	Minimum standards	General Evaluation	Weighted Mean	Descriptive Equivalent
Learning Competencies	1. Personal Competencies		2.83	Operational
	a. Human relation competence	3		
	b. Leadership competence	3		
	2. Professional Competencies			
	a. Communication competence	3		
	b. Instructional competence	3		

c. Problem-Solving competence	2
d. Research Competence	

In general, the weighted mean of institutional VMGO (3.50), administration (3.00), supervision of instruction (3.50), faculty eligibility (3.14), pedagogical principles (3.14), curriculum (3.25) and learning competencies (2.83) constitute to an over-all weighted mean of 3.19, which means that the degree of functionality of field study courses in the teacher education program is operational, thus, is compliant to the minimum standards but not really functional in nature as evident in the supporting documents used in the evaluation process.

Table 8. Over-all weighted mean of the seven identified areas of evaluation

Areas of Evaluation	Weighted Mean	Over-all Weighted Mean	Descriptive Equivalent
1. institutional VMGO	3.50		
2. Administration	3.00		
3. Supervision of instruction	3.50		
4. Faculty Eligibility	3.14	3.19	Operational
5. Pedagogical Principles	3.14		
6. Curriculum	3.25		
7. Learning Competencies	2.83		

### Problems Encountered in the Field Study Courses

In Table 10, the major problems encountered in the field study courses by seventy-six (76) students were ranked: (1) deficient time for field study observation, (2) difficulty in dealing with the cooperating teacher and the supervising teacher, (3), FS student observer as substitute of the FS cooperating teacher, (4) difficulty in adjusting to actual classroom instruction, and (5) lack of communication on matters what to do, what to submit and when to submit.

Table 9. Problems encountered by field study students

Problems	Frequency	Rank
Deficient time for field study observation	70	1
Difficulty in dealing with the cooperating teacher and the supervising teacher	61	2
FS student observer as substitute of the FS cooperating teacher	55	3
Difficulty in adjusting to actual classroom instruction	37	4
Lack of communication on matters what to do, what to submit and when to submit	19	5

On the other hand, the eight (8) field study teachers listed the problems they encountered in facilitating the courses, and they are ranked in Table 10.

The major problems of these field study teachers were condensed as follows: (1) deficient time for field study orientation, (2) difficulty in dealing with the cooperating schools, (3) scarcity of references, (4) overloading, and (5) unclear, inefficient, inadequate implementation guidelines.

Table 10. Problems encountered by field study teachers

Problems	Frequency	Rank
Deficient time for field study orientation	8	1
Difficulty in dealing with the cooperating schools	6	2
Scarcity of references	5	3
Overloading	4	4
Unclear, inefficient, inadequate implementation of guidelines	2	5

The field study teachers, similar to the field study students, identified deficient time for field study orientation as the first major problem they encountered through facilitating the courses. They thought that one semester is not enough for the many sub-areas to be covered as indicated in the synchronized syllabi of all the field study courses. As a result, they tend to release the students in the field without enough background, and it's their way of letting the students learn by themselves.

## Conclusions

The following conclusions were drawn from the results of the study:

1. The field study courses are generally operational in its functionality. While two areas of evaluation as institutional VMGO and supervision of instruction were found fully operational, the other five areas of evaluation as administration, faculty eligibility, pedagogical principles, curriculum and learning competencies were discerned operational. 2. Among the problems encountered by the students in the field study courses are: deficient time for field study observation, difficulty in dealing with the cooperating teacher and the supervising teacher, FS student observer as substitute of the FS cooperating teacher, difficulty in adjusting to actual classroom instruction, and lack of communication on matters what to do, what to submit and when to submit. In the similar way, the problems encountered by field study teachers are: deficient time for field study orientation, difficulty in dealing with the cooperating schools, scarcity of references, overloading, and unclear, inefficient, inadequate implementation of guidelines.

## Recommendations

The following recommendations are forwarded:

1. Although the functionality of field study courses is fully operational in compliance with the minimum standards set by the institutional VGMO and the supervision of instruction, there is still a need for Teacher Education Institutions to prioritize the areas which are found

operational such as the administration, faculty eligibility, pedagogical principles, curriculum and learning competencies.

2. The administration as well as the field study teachers must be well-oriented with the competencies or standards set by the identified areas of evaluation. The provision of manual containing the policies, guidelines and competencies on the operation and implementation of field study courses must be beneficial. In addition, the students must be provided with manual stipulating the expected learning competencies for them to better their performance in the field study courses.

3. The field study courses are enough in number, but they should be given more time, thus increasing the number of hours the field study students would spend in observing and participating in the cooperating schools.

4. Teacher Education Institutions should conduct an orientation to all field study teachers and cooperating teachers regarding the dos, don'ts, and requirements of the courses before deploying the field study students in the cooperating schools.

5. Teaching of field study courses should be given to licensed teachers who underwent practice teaching in the undergraduate program of a teacher education institution. Non-license teachers who are handling field study courses are encouraged to take professional education subjects and take the Licensure Examination for Teachers (LET).

6. Libraries of Teacher Education Institutions should provide adequate references for the field study courses. In case of scarcity or unavailability of resources, a beefed-up internet access is highly recommended.

7. In line with beefed-up internet access, field study teachers are encouraged to be literate and competent in an easier and faster way of communication through the creation of a group page in the different social media, which will include all field study students and the cooperating teachers as members. As a consequence, problems or difficulties of the group members would be easily addressed and solve.

8. A comparative analysis on the implementation of field study courses among the different Teacher Education Institutions is highly recommended. The findings will greatly measure the functionality of field courses in the teacher education program of the institution.

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